

SUMMER SCHOOL HARD AT WORK.

Limit in Attendance Has Been Reached.

PUPILS ARE DOING TOO MUCH.

Arithmetic the Staff of Life—Mr. Alexander and Teachers Differ—Begin Pedagogy with Fairy Tales Telling and Teaching are very Different.

The teachers in the summer school and those others who are not yet teachers but hope soon to be are settling down to earnest study. The numbers differ but little from yesterday.

In the opinion of many of the teachers the pupils of the summer school are trying to take too much. Whether one takes one recitation or eight depends entirely upon himself. Quite a number are taking the full eight.

The reason for this is of course entirely to the credit of such pupils. They wish to learn all they can and to advance all they can. But if this is done at the expense of energy their schools will suffer. It was the expectation of Mr. Townsend that the average number of recitations per pupil per day would be three or four. At the same time, there is no occasion for the complaint seen in the Bulletin. If any man or woman has too much work it is because he or she has taken it voluntarily.

In most departments the work of yesterday was merely a continuation of that of the day before. This is especially true of the work in the common branches, arithmetic, geography, grammar, etc. The class in tonic soil managed to get up something of a discussion on whether the syllable ta, the flat of the seventh note of the scale, should be given the long or the broad sound of a. Mr. Alexander prefers the latter. Many of the teachers seem inclined toward the former.

Those who are taking English composition in the simple but well graded books by De Garmo seem well pleased with their work, and their numbers are increasing. A fuller description of this work may be given later on. Quite a number of the younger attendants seem to think that arithmetic is the staff of life, or else to be determined that the examination will not find them wanting in this regard at least, for they are taking two classes in it. One or two are even attending three classes in arithmetic.

It has been found that there is no place on the program for a second drawing class, and inasmuch as the best room to be had for the study will accommodate less than half those who wish to take it, it will probably be necessary to make two sections, one to take the first part of the term and the other the last. This will make the work very short, but the main thing, after all, is to get the interest aroused and the work started for the year in the right way.

In the class in general pedagogy the primary teachers were called upon to give their experiences as to what stories are most interesting to young pupils. Quite a decided difference of opinion was manifested, but the majority seem to think that fairy stories are the best to begin with.

In methodology the consideration of the formal silis was continued. Mr. Townsend emphasized again the difference between telling and teaching, and continued his illustration of the day before in regard to the shape of the earth. In answer to a question, he said he should give statement of aim before the lesson, but not too close a one. For instance, on this subject he would not say we will try to discover whether the earth is round or not, not what the shape of the earth is, but what we can find out about the shape of the earth by looking. He had said the day before that to teach a pupil the shape of the earth he would show him first of all a globe, not telling him, however, that it was a representation of the earth, nor saying anything about the earth in connection with it. But holding a pencil behind it, he would ask the pupil to walk back and forth and see how much of the pencil he could see. The latter would soon discover that when near he could see all or nearly all of the pencil, but as he went away he could see less and less; or vice versa, when far away he could see little, and as he approached more and more. By a little experimenting the pupil will discover that this would not always be true if the body in front of the pencil had any other shape than that of the sphere. This step corresponds to the "preparation" of the Herbartians. Now take the pupil to an eminence, let him see a ship, boat or island in the distance, and then walk down toward it. Here is the "presentation." This procedure should be repeated and varied, and other similar matters brought up, making the third step, the "comparison." From these repeated observations the pupil is now ready to "generalize." He begins to realize for himself that the earth is round. Before he presumed it was, because some one had told him; i. e., he accepted it on faith. Finally comes the application. If the earth is round, what will be the shape of the horizon? etc. This is the fifth step.

In the history of education class Mr. Scott was assisted by Miss Lampman and Messrs. Dumas, Abbott and Davis. The subject was education among the Hindus and Egyptians, more especially as affected by the political and religious systems of those two countries. It was found that in neither was universal or even widely spread education possible on account of religious superstitions. The lecture for Monday will be wholly by Prof. Scott, and will be on Greek education, in three parts: First, Socrates and the Socratic method; second, Plato; third, Aristotle.

The class lecture by Dr. Lyons was a little late in beginning on account of some trouble with the gas. Dr. Lyons began his lecture by saying that a sort of cram on the different kinds of rock would be necessary. And he called attention to a point that he might have missed in the previous lecture by saying that soil comes from rock.

There are three standpoints from which rock may be classified—that of the geologist, of the mineralogist and of the chemist. The chemist classifies by materials into, first, silicious composed of silica; second, argillaceous, of alumina (clay); third, calcareous, of lime. The mineralogist classifies by form into quartz, feldspar, hornblende, mica, calcite, gypsum, etc. Mineralogy is of but little use here. There is very little crystallization in rock. Hence it will be comparatively uninteresting to your pupils. You should have a few specimens of the most important kinds. But where can you get them? There is quartz in Manaoi and a place or two on Molokai. Gypsum crystals occur occasionally along the coast of Oahu. But I have found a treasure in some rock ballast left behind the ice manufactory. If you are really interested in geology, go there and get some specimens, especially granite.

Granite is a compound of four kinds of rock from the mineralogist's point of view, quartz, feldspar, mica and hornblende. Feldspar can be distinguished by its pale color and its flat, brilliant surface, resembling mother of pearl. It splits evenly (cleavage), and if there are two cleavages they will be nearly at right angles to each other. In examining lava you will sometimes find crystals which you will say look like feldspar, and you will be right. Feldspar crystals are found in our lava. Every one knows what mica is from seeing it in oil stoves, etc. It is transparent and easily divisible into thin sheets. Hornblende may be known by its dark color, dark green. Then the quartz is what is left. It is a little hard to describe. It is not transparent, translucent rather. If you can find a large enough piece it will scratch glass, which the other ingredients of granite will not do. It is between the other kinds and seems to be in a way the cement. Gypsum and calcite are both kinds of limestone. Gypsum is the sulphate of lime and calcite the carbonate.

The geologist looks to the origin of stone for his classification. He makes three divisions: First, igneous, formed by fire; second, aqueous, or better, sedimentary, formed by settling as a sediment in water; and, third, metamorphic, i. e., sedimentary rock which has received its present form through the action of heat, but has not wholly lost its sedimentary characteristics.

We will consider first the sedimentary. You remember that I described last night an experiment in settling muddy water and the results. It left for half an hour only, coarse sand; twenty-four hours brings silt. I have known clay to stay in water for several weeks without settling. Matter thus deposited in water is not yet rock in the usual sense of the term. How does it get to be rock? It must be cemented in some way. In looking for a specimen for the class I found this. (Here the professor held up a row-lock that had been in the water and sand till encrusted with sand.) The cement here came from the iron by the chemical action of the salt water. It is, however, more frequently lime. But in most cases it is not so cemented. As the clay lies in the bottom of the water, it is buried under the sediment. The weight seems to press the crust of the earth down so that the water still covers the top. Layers are thus made—100, 1,000, 10,000 feet deep. At the depth of a mile the pressure is enormous and the temperature very much higher. The combined heat and pressure solidify the clay and it becomes rock once more.

Nine-tenths of the rock on continents are sedimentary, formed under water, but found at the top of a mountain, perhaps. How did it get there. The ocean covered it all once. The earth was, it seems certain, once molten. As it cooled portions of it crusted over, but the crust sank and was remelted. After a time, however, the whole mass cooled sufficiently so that a crust could be formed all over the outside. This crust cooled more rapidly than the center at

first, but after a time the crust became comparatively cool and then the center cooled faster and shrank away from the crust. The pressure was so great that the crust must follow. The result is a wrinkling of the crust. Today the highest mountains in the world are the Himalayas—new mountains geologically. The highest in the United States are the Rockies, new also. The old Alleghenies have been worn down by the action of weather on them. As this goes on, however, new mountains begin to form. In the far distant future there will be a high range of mountains in the Gulf of Mexico, but it will be millions of years. In this process of making sedimentary rock, clay becomes slate, and limestone marble; coal beds from being lignite (like charcoal) will change to bituminous, then to anthracite, and finally probably to graphite.

(In answer to a question.) Granite is formed like loaf sugar, by crystallizing, not into a single crystal, but into a crystalline mass; marble the same. But marble is all one kind of material.

TO PLAY BASEBALL.

Is the Proposition Now Before the Summer School Members.

Members of the summer school are bent upon things of life other than the strictly educational. Not so many charms has the latter but that some time can be given to athletics.

The Maui men started the ball rolling by proposing base ball as soon as they arrived in the city, and they have talked the matter over to the remaining members until it has begun to ring in their ears throughout the day and to trouble their sleep at night. These Maui men have selected Dr. Kanewalu as their captain and have gathered around their banner a number of the other pupils of the school. Yesterday they took a stand and challenged the whole remainder of the school, the time and number of games to suit the convenience of the opponents.

The Maui men ran up against a very good majority, who elected Meheula captain and accepted the challenge.

Matters were not allowed to lag, and the two teams went out to the Makiki base ball grounds yesterday afternoon to take out the stiffness in their legs.

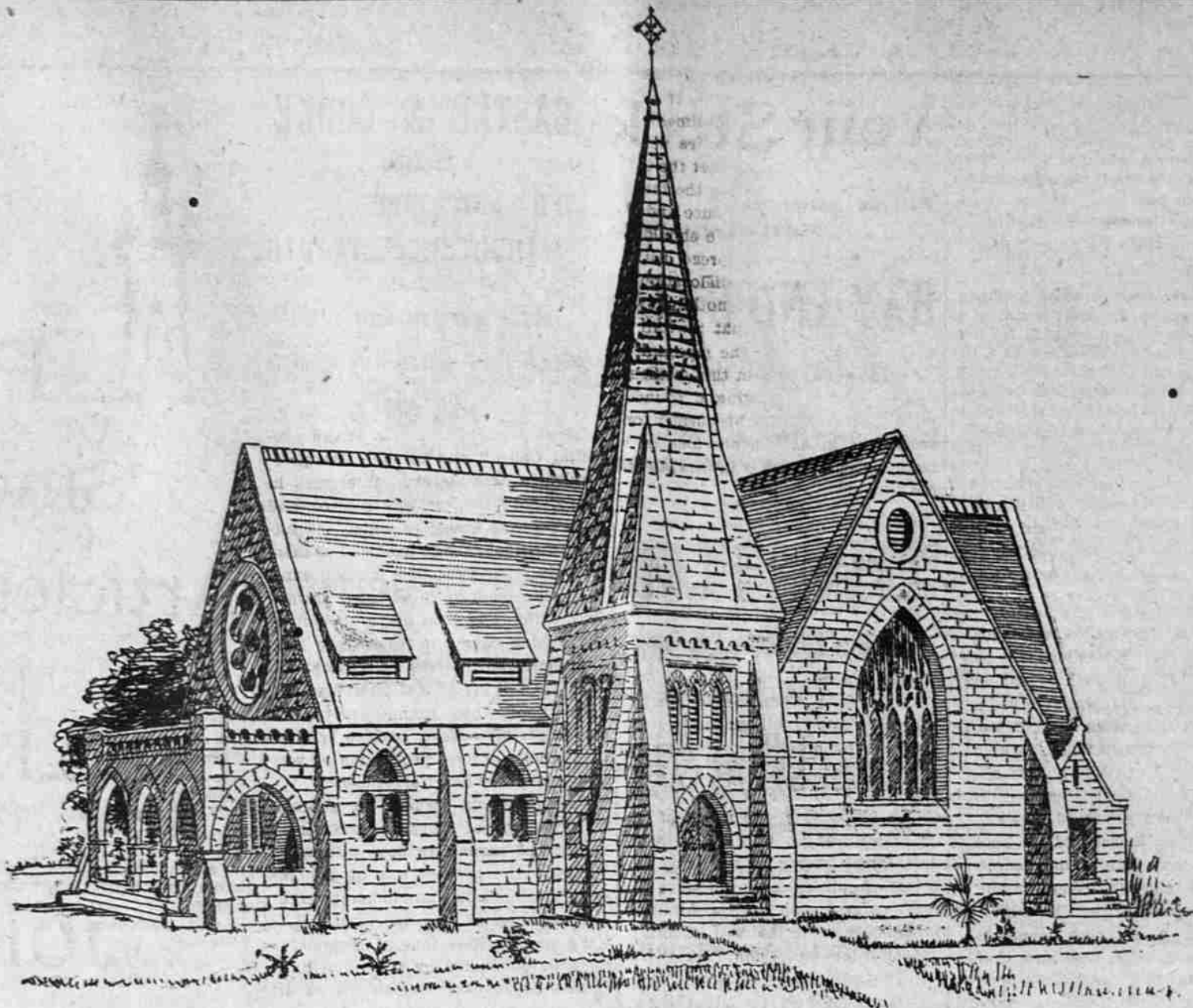
Permission has been granted to the members of the summer school to play on the Makiki base ball grounds any time they are not in use.

The team winning the most games in the proposed series will probably send in a challenge to one of the League teams. It has not yet been definitely decided what time the first game will be played, but it will probably be very soon, as the ladies of the school are very much excited over the affair, and excitement too long pent up might result disastrously.

YALE BOYS IN ENGLAND.

[New York Independent.]

The Yale crew, which was defeated in the first heat of the Henley regatta last week, has left the best impression possible among the English people. Their names are Langford, Treadway, Longacre, Bailey, Rogers, Beard, Brown, Simpson and Clarke, the cockswain. They have been training ever since they returned to New Haven from the Christmas vacation, while their English competitors only trained a few weeks before the race. Like all Yale crews they are very large and powerfully built men, and their average weight was some six or eight pounds heavier than that of the English crews. The oldest man in the boat was twenty-three years old, and the youngest twenty. Mr. Treadway, No. 7, the captain, has been rated by several of the English experts as one of the finest, if not the finest oar that ever rowed at Henley. He is a man of almost perfect proportions, and in addition is strong and handsome. America could not have had eight better representatives than these Yale boys; for they won the hearts of every one wherever they went; and it is safe to say that their visit to England has done not a little to obliterate the unpleasant feeling connected with the Cornell and Dunraven contests.



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From the Standard, Brooklyn, N. Y.

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"A traveling salesman, who met my husband accidentally, was responsible for the introduction of the pills into our home. I was pregnant at the time, and was suffering from loss of appetite, loss of sleep and general wretchedness. I started in taking the pills according to the directions, three times a day. In less than a week I found that I could eat and sleep like a perfectly healthy woman. But, of course, I continued to take the pills regularly until the birth of my child, which occurred early in October.

"The baby, a girl, was born a perfectly healthy child, and from what I have heard, I had a much easier time than most women who become mothers for the first time. After my confinement I continued to take the pills, because I felt that they were the best tonic I could find to build up my constitution, which at no time had been very robust. I reduced the doses from three to two, and the renewed strength from this source enabled me to nurse my baby.

"As the pills have proven such a comfort to me, I am glad to recommend them to everybody, and to women especially. One sister and two cousins took them in the beginning of autumn. They, too found that no tonic ever did so much to give them an appetite, and the strength which seems to leave one as the seasons change. All three of these young women are now as enthusiastic as I am, and all three declare they will always stand by the pills in the spring and fall of each year.

"If these Pink Pills benefit women in a delicate condition what a boon they ought to be to our sex. I cannot understand why they are not found in every household in the land, and in other lands, too, for that matter. Women have been looking for a universal remedy for their peculiar ills, and I for one believe they can find it in Pink Pills.

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